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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** | **Links to Year 1** |
| **PSED** | | | | | | | | |
| **Self-Regulation** | - I recognise and talk about feelings (happy, sad, angry).  - I know how to choose what I need to complete a goal.  - I know how to focus during short whole-class activities.  - I follow simple instructions. | - I talk about a wider range of feelings and identify how I am feeling through those feelings.  - I have a go, even when I think it might be difficult and regulate my emotions to this.  - I know how to follow two-part instructions. | - I know how to consider and recognise others’ feelings.  - I know how to focus during longer whole-class lessons.  - I know how to wait for a short period of time, when prompted. | - I know how to identify and moderate my own feelings, socially and emotionally.  - I know how to listen and respond appropriately/ on topic.  - I know how to recognise what I am good at and what I would like to improve. | - I know how to control my emotions using a range of techniques.  - I know how to show other’s that I understand their feelings through a range of strategies. | - I know how to follow instructions of three steps or more.  - I know how to set myself a challenge and work towards it. | -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  -Set and work towards simple goals, being able to wait for what I want and control their immediate impulses when appropriate.  -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | - Identify good and not so good feelings.  - Develop a vocabulary to describe feelings to others.  -Use simple strategies to manage feelings.  -Recognise and celebrate strengths.  -Behavioural expectations.  -Learning behaviours. |
| **Managing Self** | -Transition to Reception.  - I know how to show an awareness of the class rules and how to behave in the classroom.  - I know how to toilet and wash hands independently.  - I know how to understand the importance of oral hygiene. | - I know how to the confidence to try something new.  - I know how to understand the need to have rules in the school and classroom.  - I know how to develop the skills needed to manage the school day (routines etc.).  - I know how to develop independence when dressing and undressing. | - I know how to begin to show resilience, when supported by an adult.  - I know how to follow the school and class rules.  - I know how to understand the importance of sleep.  - I know how to understand the importance of online safety. | - I know how to find solutions with a small amount of adult input.  - I know how to talk about what is right and wrong.  - I know how to reflect on my choices.  - I know how to persevere in the face of a challenge, with adult encouragement. | - I know how to demonstrate independence  - I know how to dress independently.  - I know how to manage my own basic needs independently.  - I know how to understand the importance of a well-balanced diet/ how food can keep our body healthy.  = I understand the importance of exercise. | - I know how to show a ‘I can’ attitude, showing reliance and perseverance.  - I know how to explain and follow rules in the classroom and around the school.  - I know how to encourage others to follow the rules and make good choices.  - I know how to understand and be ready for transition to Year 1. | -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  -Explain the reasons for rules, know right from wrong and try to behave accordingly.  -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | -Behavioural expectations.  -Learning behaviours.  -Community.  -Science – identifying & labelling parts of the human body, staying healthy and making healthy choices.  -DT – cooking and I can understand nutrition. |
| **Building Relationships** | - I play alongside children, sharing ideas through actions.  - I know how to build up to playing with peers through talk.  - I seek support from adults and gain confidence to speak to peers.  - I know how to state how I feel. | -I am beginning to develop friendships and play with a small group.  -I am beginning to share/take turns with adult support.  - I form good relationships with familiar adults.  - I know how to identify and express my feelings and basic needs. | - I know how to show friendly behaviour in the classroom.  - I know how to approach others peacefully and attempt to join in with play co-operatively.  - I know how to work as a group with others. | - I know how to listen to the ideas of other children and agree on a solution and compromise to resolve conflict, with adult guidance.  -I have developed friendships with lots of different people. | - I know how to play with others and take turns and share without adult prompt.  - I know how to recognise how others are feeling.  - I know how to come to a compromise through conflict resolution independently. | - I have confidence to communicate with adults around the school.  - I know how to develop positive friendships.  - I know how to play co-operatively and harmonically with others.  - I know how to be aware and sensitive of the needs of others. | - Work and play cooperatively and take turns with others.  - Form positive attachments to adults and friendships with peers.  - Show sensitivity to their own and to others’ needs. | -Learning behaviours.  -Behavioural expectations.  -Friendships.  -Relationships.  -Feelings and empathy.  -Learning behaviours, |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: modelling interactions and social etiquette, scaffolding play, supporting and modelling conflict resolutions, sensory/calm area, ‘Colour Monster’ story focus shown in different ways (soft toys, story, identifying own feelings etc), widget emotion cards, using clear instructions, use of visual aids, social stories in play, Widget instruction posters (hand washing, toileting, getting dressed etc), visual timetable, Grange Behaviour Bees.**  **Wave 2: Intensive Play Interaction, communication book to develop rapport, communicate their needs and understand their emotions, small group social skills, social stories focused on specific behaviours/needs, individual visual timetable, now and next board, widget choice of play board.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus, AET Curriculum, Bucket Time, Lovely Lunchtimes.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** | **Links to Year 1** |
| **Communication and Language** | | | | | | | | |
| **Listening, Attention & Understanding** | - I know how to understand how to listen carefully and know why it is important.  - I know how to follow one step instructions.  - I know how to talk to others and begin to take turns to speak. | - Begin to understand what, where and who questions.  - I know how to demonstrate good listening behaviours.  - I know how to follow two-step instructions.  - I know how to engage in story times and join in with familiar songs and rhymes. | - I know how to respond to what I have heard and find out more by asking questions. - I know how to wait and take turns on conversations. | - I know how to retell a story and follow a story with pictures or props.  - I know how to respond to what I have heard by explaining my thoughts and saying what I think. | - I know how to understand and ask a question such as who, what, where, when, why and how. | - I know how to have conversations with adults and peers with back-and-forth exchanges  - I know how to follow more complex instructions of more than two steps.  - I know how to engage in conversations with friends and adults in school. | - Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  - Make comments about what I have heard and ask questions to clarify their understanding.  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | -Listen and respond appropriately to adults and peers.  -Ask relevant questions.  -Maintain attention and actively participate. |
| **Speaking** | - I know how to use talk to share what I think.  - I know how to use sentences of 4-6 words.  - I know how to express my immediate needs to familiar adults. | - I know how to share my ideas with familiar adults and children.  - I know how to use speech as a way to express myself.  - I know how to listen to and talk about stories, rhymes and nonfiction.  - I know how to answer who, what where when questions.  - I know how to use short sentences to explain how I feel. | - I know how to share my ideas with a small group and familiar adults.  - I know how to talk in sentences using conjunctions e.g. and, because.  - I know how to use the present tense. | - I know how to explain events that have already happened in detail using the past tense, including some irregular past tense verbs.  - I know how to engage in stories, rhymes and non-fiction books and use new vocabulary in different contexts. | - I know how to use talk to organise, sequence and clarify thinking, ideas, feelings and events.  - I know how to use new vocabulary from stories, rhymes and non-fiction in speech,  - I know how to use past, present and future tenses correctly. | - I know how to take part in whole class discussions.  - I know how to explain why things happen / might happen using new vocabulary from stories, rhymes and nonfiction.  - I know how to talk in sentences using a range of tenses. | - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | -Use relevant strategies to build their vocabulary. -Articulate and justify answers, arguments and opinions.  -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: modelling vocabulary, body language and facial expressions match speech, giving pupils time to think and respond, visual prompts, talk partners, circle times, circle songs, visual signs around the classroom (maximum capacity for each area, stop and go signs etc), labelling key areas of the classroom with text and pictures, visual timetable, word mats with text and pictures, Chatterbox, Makaton sign of the week and song, SHREC approach to develop different levels of interactions.**  **Wave 2: Communication book to develop the ability to communicate their thoughts and needs, Widget communication boards for needs (choice of snack, play, basic needs), objects of reference, individual visual timetable, now and next board, Visual widgets on lanyards to demonstrate instructions for transitions or individual instructions, Makaton used in play, ECAT small group, small group speech and language focus, Seating positions (VI near the front and away from the light).**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus, AET Curriculum, Bucket Time, Speech and Language Therapy Targets, 1.1 Speech and Language Therapist support, Visual Impairment.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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| **Physical Development** | | | | | | | | |
| **Gross Motor Skills** | - I know how to move safely in a space.  - I know how to use equipment safely and with some co-ordination.  - I know how to develop movement using bikes, scooters etc.  **P.E Focus-** Fundamental Movement skills / Explore equipment | - I know how to explore different ways to travel using equipment.  - I know how to negotiate obstacles climbing over, under, going through.  - I know how to move, roll and jump safely and accurately.  - I know how to create shapes using different body parts.  **P.E Focus-**  Fundamental Gymnastics skills | - I know how to control a ball in different ways – throwing, kicking.  - I know how to balance on a variety of equipment and climb.  **P.E Focus-**  Games for understanding | - I know how to jump and land safely from a height.  - I know how to catch a ball and pass to another by kicking with accuracy.  - I know how to understand the difference between an under arm and over arm throw and when to use them.  - I know how to throw a large object with good accuracy and power.  **P.E Focus-**  Sending and Receiving | - I know how to travel around obstacles safely with confidence and imagination (running, skipping, hopping, jumping, climbing), communicating ideas through movement.  - I know how to throw any size object with good aim, accuracy and power.  **P.E Focus-**  Sending and receiving | - I know how to play by the rules and develop strength, balance coordination.  - I know how to move creatively with some basic control.  - I know how to balance and co-ordinate using a range or large and small movements.  **P.E Focus-**  Fundamental Athletics skills | =Negotiate space and obstacles safely, with consideration for themselves and others.  - Demonstrate strength, balance and coordination when playing.  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | -Master basic movements.  -Participate in team games.  -Developing ball skills. |
| **Fine Motor Skills** | - I know how to use static tripod grasp grip confidently and begin to use a dynamic tripod grip, when using mark making tools.  - I know how to show a preference for a dominant hand.  - I know how to make snips in paper.  - I know how to thread large beads.  - I know how to use cutlery to transfer food. | - I know how to show good pencil control when mark-making and drawing.  - I know how to add pressure to my pencil.  - I know how to begin to use one-handed equipment carefully and effectively (cutting, chopping).  - I know how to use scissors to cut straight lines.  - I know how to use tweezers to transfer objects.  - I know how to copy letter formation. | - I know how to accurately draw lines, circles and shapes to draw pictures.  - I know how to handle scissors, pencil and glue effectively.  - I know how to use scissors to cut curved lines.  -I can thread small beads.  - I know how to use cutlery to cut food.  - I know how to form some letters taught, correctly. | - I know how to sit at a table using the correct posture to write.  - I know how to form most letters taught correctly.  - I know how to use a wide range of tools correctly.  - I know how to use scissors to cut complex lines and shapes. | - I know how to hold scissors correctly and cut accurately.  - I know how to add some accurate details to my drawings.  - I know how to use a smaller paint brush to add more detail. | - I know how to use a tripod grip to hold and control my pencil to form letters correctly.  - I know how to begin to think about my letter sizing in relation to other letters. | -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  - Use a range of small tools, including scissors, paint brushes and cutlery.  - Begin to show accuracy and care when drawing. | -Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip.  -Begin to form lowercase letters in the correct direction, starting and finishing in the correct place.  -To use a range of materials creatively and develop a wide range of art and D&T techniques.  -To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: pencil grip pencils, tactile and sensory experiences (sand, water, mud kitchen etc), mark making opportunities in all areas, sensory movement wake and shakes, range of styles of scissors to support development, Dough Disco, daily free flow access to the garden (am and pm), playground equipment (gross and fine motor), encouragement to sit in a good posture when sitting and learning or writing.**  **Wave 2: use of a slope, specialist pencil grips, small group fine motor focus, Physical Literacy, Squiggle While you Wiggle, The Zone- sensory physical area.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus, AET Curriculum, Lovely Lunchtimes (developing cutlery utensil skills and opening wrappers).**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** | **Links to Year 1** |
| **Literacy** | | | | | | | | |
| **Comprehension** | -I know how to independently look at a book, holding it the correct way and turning pages.  -I know how to talk about the stories I have heard.  -I know how to join in with familiar rhymes, songs and repeated refrains. | -I enjoy an increasing range of books.  -I know how to start to recall key events and facts in stories and non-fiction.  -I know how to listen carefully to stories, rhymes, nonfiction and songs. | -I know how to talk about the characters in books I am reading.  -I know how to start to retell key events in stories.  -I know how to talk about what has happened so far in a story and begin to predict what might happen next. | -I know how to retell key events from stories I have read and describe them in detail.  -I know how to recall facts from a non-fiction book.  -I know how to act out stories using recently introduced vocabulary.  -I know how to predict what might happen next, linked to other similar stories. | -I know how to retell a story using vocabulary influenced by the book I am reading.  -I know how to describe events and characters in a story in detail. | - I know how to answer questions about what has been read, using vocabulary influenced by the story, describing events and characters in detail and explaining why certain things happened (inference). | -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  - Anticipate – where appropriate – key events in stories.  - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play | -Become familiar with key stories and be able to retell them.  -Drawing in what they know about vocabulary learnt.  -Recognise and join in with predictable phrases.  -Participate in discussion about what is read to them, taking turns and listening to what others say.  -Learning to appreciate rhymes and poems, and to recite some by heart. |
| **Word Reading** | - I know how to hear and say initial sounds for words.  - I know how to say the sound for some (roughly 16) set 1 single sound graphemes.  - I know how to orally blend simple 1.1 CVC words.  -I understand the process of Fred Talk. | - I know how to say the sound for most (roughly 25) set 1 single sound graphemes.  - I know how to blend sounds together orally, to read up to 1.5 CVC words.  - I know how to recognise and read up to three red words. | - I know how to say the sound for all set 1 single sounds and some set 1 digraph graphemes.  = I know how to independently blend sounds together, to read CVC words.  - I know how to recognise and read up to five red words.  - I know how to read short captions. | - I know how to say the sound for all set 1 digraph graphemes.  - I know how to independently read all CVC words with set 1 digraphs in.  - I know how to independently blend sounds together, to read CVCC/CCVC words.  - I know how to ‘Fred in my head’ CVC words.  - I know how to read some high frequency words by sight.  - I know how to read short captions and sentences.  Phonics- RWI red books. | - I know how to say the sound for some set 2 digraph/trigraph graphemes.  - I know how to re-read simple sentences back after sounding out and blending to build up fluency.  - I know how to recognise and read up to ten red words.  Phonics- RWI green books. | - I know how to read simple sentences fluently.  - I know how to tackle unfamiliar/longer words by using RWI strategies.  Phonics- RWI green books. | - Say a sound for each letter in the alphabet and at least 10 digraphs.  - Read words consistent with their phonic knowledge by sound blending.  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | -Respond speedily with the correct phoneme to graphemes including alternative graphemes.  -Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words containing GPCs that have been taught.  -Read books aloud, accurately, that are consistent with their phonic knowledge.  -Re-read books to develop fluency and confidence in word reading.  -Read HRS words |
| **Writing** | -I give meanings to the marks I make.  -I begin to orally segment, with an adult to spell.  -I know how to write some initial sounds.  - I know how to use lines and curves to attempt to form letters.  - I know how to write most of my first name. | - I know how to form some lowercase letters correctly.  - I know how to identify known letters and match to set 1 single sound graphemes.  - I know how to write labels using CVC words, with an adult reminding me to segment with my ‘Fred fingers’.  = I know how to say a simple sentence for writing.  - I know how to write all of my first name. | - I know how to write CVC words independently.  - I know how to write a short simple caption with an adult helping me to segment with my ‘Fred fingers’. | - I know how to write most lowercase and some uppercase letters correctly.  - I know how to write a short CVC caption or sentence.  - I know how to write my first name and surname. | - I know how to write a simple sentence, using words which are spelt phonetically.  - I know how to re-read what I have written with support.  -I understand the importance of finger spaces. | -Write simple phrases and sentences using recognisable, correctly formed letters.  - I know how to hold a sentence independently.  - I know how to attempt to use finger spaces independently or with some reminders.  - I know how to attempt to use capital letters and full stops with some reminders. | - Write recognisable letters, most of which are correctly formed.  - Spell words by identifying sounds in them and representing the sounds with a letter or letters.  - Write simple phrases and sentences that can be read by others. | -Develop a fluent handwriting style.  -Correct letter formation.  -Know the letters of the alphabet and their link to sounds. -Spell words using the known grapheme and phoneme correspondences.  -Spell HRS words.  -Compose sentences orally.  -Re-reading what has been written to ensure accuracy and meaning. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: uncluttered worksheets, resources labelled with words and pictures, seating positions, modelling sound pronunciation, blending and segmenting consistently, RWI sound mats in provision/activities, multisensory practice of sounds/blending/segmenting opportunities, RWI blending videos, Fred games in provision, active phonics games, vocabulary triangles through widgets, wow words of the week for spontaneous language used to be recapped, Drawing Club vocabulary revisited each session, check ins for understanding, consolidating knowledge via recapping learning.**  **Wave 2: use of a slope, larger font, use of a communication book to understand instructions and express their thoughts to write, RWI preverbal sound focus, RWI 1.1 speed sound focus, RWI small group speed sound focus, RWI small group blending, RWI small group CVC writing.**  **Wave 3: IPM/EHCP focus, AET Curriculum, Visual Impairment.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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| **Numeracy** | | | | | | | | |
| **Number** | -I have a deep understanding of numbers 1 – 3.  -I know how to subitise up to 3.  - I know how to count objects, actions and sounds up to 5.  - I know how to show 5 using concrete resources. | -I have a deep understanding of numbers 1 -–5.  - I know how to subitise up to 5.  -I understand composition of numbers to 5.  -I know how to accurately count concrete objects up to 5.  - I know how to match numeral to quantity to 5.  - I know how to find one more and one less in numbers up to 5, with concrete resources. | -I have a deep understanding of numbers 1 – 7.  -I develop my knowledge of numbers 5-10.  - I know how to start to show how numbers can be made of parts.  -I understand equal and unequal, connect equal to doubles.  - I know how to match numerals to quantity to 10. | -I have a deep understanding of numbers 1 – 10.  - I know how to combine two numbers – part/whole.  - I know how to count, order, recognise and use numbers (matching numeral and quantity) to 10 and beyond.  - I know how to recall some number bonds to 5.  - I know how to show number bonds to 5 using at least two different concrete resources. | - I know how to identify missing parts for numbers within 5.  - I know how to some number bonds to 10 including some doubling facts.  -I know how to automatically recall and use number bonds to 5. | - I am beginning to understand teen numbers up to 20.  - I know how to combine two numbers to make a teen number, with concrete resources).  -I know related number bond subtraction facts and some double facts to 10. | -Have a deep understanding of number to 10, including the composition of each number.  - Subitise (recognise quantities without counting) up to 5.  - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | -Identify and represent numbers using concrete and pictorial representations.  -Read and write numbers to 20 in numerals.  -Represent and use number bonds and related subtraction facts with 20.  -Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations. |
| **Numerical Patterns** | - I know how to rote count reliably to 5.  -I am starting to compare quantities – equal and unequal - using non-standard mathematical vocabulary – bigger / smaller / same.  - I know how to copy and continue patterns. | - I know how to rote count reliably to 10.  - I know how to compare concrete resources using mathematical language – more than / fewer than. - I know how to find one more than / one less than using concrete resources.  - I know how to continue and create simple AB patterns | - I know how to rote count reliably to 20, knowing the teen numbers.  - I know how to compare quantities – more than/fewer than/equal.  - I know how to create my own patterns. | - I know how to add and subtract using number sentences.  -I understand and explore the difference between odd and even numbers according to their ‘shape’ linked to sharing.  - I know how to spot errors in a pattern.  - I know how to name patterns. | -I am beginning to count beyond 20.  - I know how to identify odds and evens with and with concrete and pictorial resources.  - I know how to share quantities equally, understanding that two equal groups represent halves.  - I know how to say a number that is one more/ less than with and without resources. | - I know how to count beyond 30 and higher (100).  - I know how to compare quantities using more than / fewer than / equal to with and without resources.  - I know how to show patterns in numbers to 10 – odd / even, doubles. | - Verbally count beyond 20, recognising the pattern of the counting system.  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | -Count to and across 100.  -Read and write numbers from 1 to 20 in numerals.  -Identify one more or one less.  -Find a half and recognise as being one of two equal parts of an object. |
| **Shape, Space & Measure** | -I know how to use the correct names for 2D shapes- circle, triangle, square, rectangle. | - I know how to name the properties of 2D shapes.  - I know how to combine 2D shapes to create a new 2D shape.  - I know how to can use positional language. | - I know how to compare lengths, weights and capacities. | - I know how to use the correct names for 3D shapes. | - I know how to name properties of 3D shapes. | - I know how to demonstrate spatial awareness & tessellation. | N/A | -Recognise and name common 2D and 3D shapes.  -Compare, describe and solve practical problems for length, weight and capacity. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: uncluttered worksheets, seating positions, modelling with concrete resources, numeracy incorporated into continuous provision to consolidate learning, multisensory practice, resources labelled with words and pictures, large representations on the maths wall, consolidating knowledge via recapping learning.**  **Wave 2: Intensive Play Interaction with a focus on maths, clear simple vocabulary, use of a slope when writing, larger font, use of a communication book to understand instructions and express their thoughts of what is being asked, 1.1 understanding of number through interests, number focus to five small group.**  **Wave 3: IPM/EHCP Focus, AET Curriculum, Visual Impairment.**    **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** | **Links to Year 1** |
| **Understanding the World** | | | | | | | | |
| **Past & Present** | - I know how to name people in my own family and talk about them.  - I know how to talk about the different jobs people do.  - I know how to talk about myself and some of the ways that I have changed. | - I know how to talk about past and present events in their lives – birthdays and other celebrations.  - I know how to talk about what I can see in pictures of the past and how it is the same or different to now. | - I know how to talk about the changes that have happened to me throughout my life.  -I know how to about my family and members of the local community and their roles.  - I know how to make comparisons to Florence Nightingale’s nursing experience to now.  -I am beginning to understand how medicine and health care has evolved. | - I know how to talk about the lives of people around them and changes that have happened within their lifetime.  - I know how to talk about the past and discuss what I have heard or seen in books, artefacts and pictures. | - I know how to explore pictures, stories and artefacts and explain how things are different now / then.  - I know how to make comparisons to what is similar and what is different to Long Eaton in the past compared to now. | - I know how to talk about the lives of people I am familiar with and their roles in society.  -I know about the past through settings, characters and events in books that I have read. | - Talk about the lives of the people around them and their roles in society.  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | History  -Changes within living memory.  -The lives of significant individuals in the past.  -Significant historical events. |
| **People, Cultures & Communities** | - I know how to talk about my school environment and create a simple map.  - I know how to explore features of my local area.  - I know how to be accepting of people’s differences and understand that we are all unique.  -I know about people who help us within our school community. | -I know that people around the world have different religions and talk about how they celebrate. - I know how to talk about special places for a person in our and other’s communities.  - I know how to understand that there are different countries in the world.  -I am starting to talk about the differences in the lives of people in other countries. | - I know how to draw information from a simple map.  - I know how to use direction to create maps.  - I know how to add local features to a map to reach a destination.  - I know how to make observations of the world around me, using my senses. | - I know how to explore and talk about the world around me using what I know from stories / nonfiction texts.  - I know how to talk about why festivals are important to religious communities.  - I know how to recall simple stories related to Christian, Hindu and Judaism festivals. | - I know how to describe changes in the immediate environment and the wider world in detail based on what I have seen / heard / read in texts.  -I know that people in other countries may speak different languages.  - I know how to create a basic map of our local area. | -I know that simple symbols are used to identify features on a map.  - I know how to use stories and pictures to talk about differences in life in other countries.  - I know how to discuss and describe the immediate and wider environment using what I know.  - I know how to talk about religion and culture in the UK.  - I know how to about similarities and differences in the UK and other countries. | - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | Geography  -Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country. RE  -Exploring Christianity and other religions of the world. |
| **The Natural World** | - I know how to explore and talk about the natural environment around me, using my five senses.  - I know how to explore the changes in the local environment, during autumn.  - I know how to understand what a habitat is and what habitats we might find in the UK.  - I know how to discuss local wildlife that I might see and their basic needs. | -I understand the terms ‘same’ and ‘different’.  - I know how to talk about the area I live in – weather.  - I know how to understand the changes that seasons have on animals and how they adapt.  - I know how to understand and talk about the properties of different materials.  - I know how to talk about changes linked to cooking, mud play etc. | - I know how to talk about and describe features of my own environment using photographs and real experience.  - I know how to make comparisons on large habitats to our local habitats.  - I know how to explore changes in matter – freezing, melting. | - I know how to make observations about animals and plants, discussing similarities and differences using photographs and real experience.  - I know how to make observations about animals and plants on how they grow.  - I know how to talk about the weather linked to seasonal change. | - I know how to explore simple forces – push / pull.  -I am beginning to understand the process of gravity and how it differs the further we move away from Earth.  - I know how to observe the effects of b**uoyancy** in water, for floating and sinking.  - I know how to compare our planet Earth to other planets.  - | - I know how to contrast the natural world around me with different environments.  - I know how to talk about some of the changes in the wider world linked to climate change.  - I know how to talk about some of the changes in the natural world including seasons and changing states of matter. | -Explore the natural world around them, making observations and drawing pictures of animals and plants.  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Science  -Identify and describe plants and animals including humans.  -Working scientifically.  -Exploring materials.  Geography =Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: multisensory practice, resources labelled with words and pictures, consolidating knowledge via recapping and linking learning, modelling vocabulary, giving pupils time to think and respond, visual prompts, talk partners, word mats with text and pictures, visual and concrete representations, vocabulary triangles through widgets, clear simple modelling step by step.**  **Wave 2: 1.1 safe choices outside, Intensive Play Interactions, larger font used, use of a communication book to understand instructions and express their thoughts of what is being asked, 1.1 modelling of the use of five senses to explore and gain more knowledge.**  **Wave 3: IPM/EHCP focus, AET Curriculum, Visual Impairment.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** | **Links to Year 1** |
| **Expressive Arts & Design** | | | | | | | | |
| **Creating with Materials** | - I know how to explore art materials and experiment with mixing primary colours to make secondary colours.  -I know how to join materials using tape and glue in junk modelling.  -I am beginning to develop my own ideas in art and talk about them with adult support.  -I am starting to develop my own stories linked to what I know through role play and small world. | - I know how to use different tools for art and D&T – playdough tools, paintbrushes.  - I know how to manipulate malleable materials to make a ball and sausage shape.  - I know how to select appropriate tools and materials to create with.  - I know how to tell others about my creation and signal key parts.  -I am beginning to recreate familiar stories with adult support through role play and small world. | - I know how to use scissors and one-handed tools safely and more accurately.  - I explore different techniques for cutting and joining materials. - I know how to combine different techniques to create art.  - I know how to talk about my artwork or design and the materials that I have chosen.  - I use props and materials to retell stories and create imaginary scenarios linked to what I know. | - I know how to explore the use of different tools and materials to make art.  - I know how to talk about my artwork and explain and justify the choice of materials and techniques.  - I know how to manipulate malleable materials to create a 3D sculpture of an object that I can see. - I know how to make props and costumes for different role play scenarios. | - I know how to explore and use a variety of artistic effects to express my ideas and feelings.  - I know how to explore colour mixing to make tertiary colours.  - I know how to use a wide range of joining techniques to join materials in 3 D modelling.  - I know how to make and use props and when I am roleplaying familiar stories and scenarios. | - I know how to join fabrics together by weaving.  - I know how to explore form through observational drawing and use my knowledge of colour mixing to recreate a picture.  - I know how to explain what I have made and talk about the key techniques.  - I know how to choose and use effective props when role-playing. | -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  - Share their creations, explaining the process I have used.  - Make use of props and materials when role playing characters in narratives and stories. | -Use a range of materials creatively to design and make products.  -Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  -Develop a wide range of art and D&T techniques in using colour, pattern, texture, line shape, form and space.  -Give well-structured narratives for different purposes, including for participating in performances and role play. |
| **Being Imaginative & Expressive** | - I know how to use my imagination in play.  - I know how to attempt to join in with songs and rhymes.  -I am beginning to understand that there are different pitches.  - I know how to start to match the pitch and melody of others. | - I know how to recount and retell familiar stories with my friends in small world and role play.  -I remember some songs, when supported by an adult.  - I know how to listen, respond to sounds and experiment with different instruments and their sounds.  - I know how to find a pulse in a song.  - I know how to invent a pattern to go with a song using one note. | - I know how to role-play imaginary scenarios linked to experiences and what I have heard / read in stories and non-fiction texts.  - I know how to create narratives based around stories. | - I know how to adapt familiar stories, narratives and small world / role play them with others.  -I sing well-known songs in a group or alone and match the pitch and melody.  -I am beginning to move in time to the music.  - I know how to show others how to find a pulse.  - I know how to use a starting note to explore melodic patterns using one or two notes. | - I know how to use what I know and have read to help create my own stories.  -I sing well known songs and nursery rhymes.  - I know how to listen carefully to music and move in time with it. | - I know how to invent my own narratives, stories and poems.  -I sing a range of rhymes and songs, matching pitch, timing, and melody.  - I perform songs, rhymes, stories and poems with others and alone.  - I know how to move in time to music and match the beat.  - I know how to play simple melodic patterns on a glockenspiel. | -Invent, adapt and recount narratives and stories with peers and their teacher.  - Sing a range of well-known nursery rhymes and songs.  -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | -Give well-structured narratives for different purposes, including for participating in performances and role play.  -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  -Play instruments musically.  -Listen with concentration and understanding to a range of music.  -Experiment with, create, select and combine sounds. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: pencil grip pencils, tactile and sensory experiences (sand, water, mud kitchen etc), mark making opportunities in all areas, range of styles of scissors and wider paintbrushes to support development, resources labelled with words and pictures, WAGOL, modelling process of style of work, modelling taking on a role in play, clear simple modelling step by step, encouraging use of tools safely,**  **Wave 2: use of a slope, specialist pencil grips, tactile sensory awareness (tools used for clay etc), widget cards, Intensive Play Interactions for role play, 1.1, Makaton support in songs and expressing views, use of communication book to understand equipment and instructions.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus, AET Curriculum, Visual Impairment.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |